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|  | **Physical, Personal and Social Learning** |
| **Domain** | **Dimension - Standards** |
| **Civics and Citizenship**  **Tasks:5,6,7**  **The Forum**  **Action task 1** | **Civic Knowledge and Understanding:**   * Students explain the basic elements of key democratic principles and values such as freedom of speech.   **Community Engagement:**   * Students demonstrate understanding of the roles and responsibilities and of democratic processes, when engaging in school and community activities. * They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. * They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making. |
| **Interpersonal Development**  **All Tasks**  **The Forum**  **Action task** | **Building Social Relationships:**   * Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. * They accept and display empathy for the points of view and feelings of their peers and others. * They identify and use a variety of strategies to manage and resolve conflict.   **Working in teams:**   * Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. * They work cooperatively to allocate tasks and develop timelines. * Students accept responsibility for their role and tasks. * They explain the benefits of working in a team. * They provide feedback to others and evaluate their own and the team’s performance.Learning focusAs students work towards the achievement of Level 4 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.   Students compare their beliefs and values with others, and consider how these influence feelings and behaviour. Through discussion and activities such as role-play, they reflect on inclusion, belonging and tolerance. They consider how it feels to be excluded from a group. They identify examples of bullying in a range of contexts. They explore the impact of bullying on people’s sense of self-worth and are assisted to identify, discuss and use different strategies to reduce, avoid and resolve bullying.  Students begin to recognise and discuss the influence that peers can have on their behaviour and consider response options.  Students explore a range of contexts, both within and beyond school, in which individuals are required to work effectively as part of a team. They discuss appropriate knowledge, skills and behaviours in these contexts and the importance of developing these.  Working in different teams, students are provided with opportunities to complete tasks of varying length and complexity. In doing so, they learn to identify the characteristics of members in effective teams and to develop descriptions for particular roles such as leader, recorder and participant. Students contribute to the development of and use criteria for evaluating their own and the team’s effectiveness in team work. National Statements of Learning This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 5. |
| **Personal Learning**  **Most Tasks**  **The Forum**  **Action task** | **Managing Personal Learning:**   * Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. * They undertake some set tasks independently, identifying stages for completion. * They describe task progress and achievements. * They persist when experiencing difficulty with learning tasks. * They seek and use learning support when needed from peers, teachers and other adults. |
|  | **Discipline-based Learning** |
| **Domain** | **Dimension - Standards** |
| **English**  **Most Tasks**  **Research File**  **The Forum** | **Reading:**   * Students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. * They analyse these texts and support interpretations with evidence drawn from the text. * They describe how texts are constructed for particular purposes and audiences, and identify how sericultural values, attitudes and beliefs are presented in texts. * They analyse information, imagery, characterisation, dialogue, point of view. * They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.   **Writing:**   * Students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. * They begin to use simple figurative language and visual images. * They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. * They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. * They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.   **Speaking and Listening:**   * Students plan, rehearse and make presentations for different purposes. * They sustain a point of view and provide succinct accounts of personal experiences or events. * They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. * When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. * They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.Learning focusAs students work towards the achievement of Level 4 standards in English, they consolidate and build on their foundational learning in English related to texts and language.Students compose, comprehend and respond to an expanding range of [texts](http://vels.vcaa.vic.edu.au/vels/level4.html#texts) in print and audiovisual and electronic forms that contain increasingly unfamiliar concepts, themes, information and issues. With guidance, they reflect on reading, viewing, writing, speaking and listening in ways that develop considered and critical approaches to a range of texts. These include extended [literary texts](http://vels.vcaa.vic.edu.au/vels/level4.html#literary) such as novels, short stories, poetry and non-fiction; [everyday texts](http://vels.vcaa.vic.edu.au/vels/level4.html#everyday); and [media texts](http://vels.vcaa.vic.edu.au/vels/level4.html#media) including newspapers, film and websites.   Students explore the relationship between the purpose and audience of texts and their structures and features, for example: sentence and paragraph structure, grammar, figurative language and organising structures in print texts; features of visual texts; and sound effects, characterisation and camera angles used in film. They develop their knowledge of how texts are constructed for particular purposes, and examine and challenge generalisations and simplistic portrayals of people and social and cultural issues. They learn how to draw evidence from texts to support their points of view. They experiment with several strategies when interpreting texts containing some unfamiliar ideas and information, for example, reading on, using diagrams, and differentiating between statements of fact or opinion.  Students write texts for a range of purposes that demonstrate their developing understanding of the way imagery, characterisation, dialogue, point of view, plot and setting contribute to the meaning of written and [multimodal texts](http://vels.vcaa.vic.edu.au/vels/level4.html#multimodal). They use this reflection, and their developing knowledge of the generic structures of different types of texts (such as narratives, reports and arguments), as the basis for composing an increasing range of written and spoken texts. Students become more systematic in their use of [strategies for writing](http://vels.vcaa.vic.edu.au/vels/level4.html#strategiesWriting) (including note-making, using models, planning, editing and proofreading) and make decisions about appropriate [structures and features of language](http://vels.vcaa.vic.edu.au/vels/level4.html#structures) in texts for different purposes and audiences. They develop terminology or [metalanguage](http://vels.vcaa.vic.edu.au/vels/level4.html#metalanguage) to talk about and describe particular structures and features of language. They develop a multi-strategy approach to spelling, applying [morphemic knowledge](http://vels.vcaa.vic.edu.au/vels/level4.html#morphemic) and an understanding of visual and phonic patterns, and select vocabulary for precise meaning.  Students engage in exploratory talk to share and clarify their ideas, to formulate simple arguments and to seek the opinions of others. They participate in oral interactions for different purposes, including entertaining, informing and influencing others. Students learn to sustain a point of view, and provide succinct accounts of personal experiences or events.  They experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations. They build their capacity to combine verbal and visual elements in texts to communicate ideas and information by using, for example, presentation software or overheads.  When listening, students practise identifying the main idea and supporting details of spoken texts and summarising them for others. They begin to identify opinions offered by others, propose other viewpoints, and extend ideas in a constructive manner. National Statements of Learning This learning focus statement, in conjunction with aspects of the Communication Level 4 learning focus statement, incorporates aspects of the Year 5 National Statement of Learning for English. |
| **The Humanities – Geography**  **The Forum**  **Action task**  **Task 1** | **Geographical knowledge and understanding**   * Students recommend ways of protecting environmentally sensitive areas in a sustainable way. * They provide examples and evidence based on their inquiries. * They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.   **Geospatial skills:** They identify features from maps, satellite images, and oblique photographs. |
| **The Humanities – Economics -**  **Tasks 2, 7** | Economic knowledge and understanding  * Students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. * Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. * They explain the need to be an informed consumer. |
| **Mathematics**  **Forum task 2, 3** | Measurement, chance and data  * Students recognise and give consideration to different data types in forming questionnaires and sampling. * They distinguish between categorical and numerical data. * They present data in appropriate displays (for example, a pie chart for eye colour data and a histogram for grouped data of student heights).  Working mathematically  * Students recognise and investigate the use of mathematics in real situations (for example, determination of test results as a percentage). * Students engage in investigations involving mathematical modelling. |
| **Science**  **Task 6**  **The Forum**  **Action task 1** | **Science at work:**   * Students analyse a range of science-related local issues and describe the relevance of science to their own and other people’s lives. * Students explain how sustainable practices have been developed and/or are applied in their local environment. |
|  | **Interdisciplinary Learning** |
| **Domain** | **Dimension - Standards** |
| **Communication**  **All Tasks**  **Research file** | **Listening, viewing and responding:**   * Students ask clarifying questions about ideas and information they listen to and view. * They develop interpretations of the content and provide reasons for them. * They explain why peers may develop alternative interpretations.   **Presenting:**   * Students summarise and organise ideas and information, logically and clearly in a range of presentations. * They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. * Using provided criteria, they evaluate the effectiveness of their own and others’ presentations. |
| **Information and Communication Technology (ICT)**  **All Tasks** | **ICT for visualising thinking:**   * At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. * Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them. * Students review their stored thinking strategies in order to identify similarities and differences in their thinking patterns. They document in their bank of digital evidence how these visualising thinking strategies help them to understand concepts and relationships.   **ICT for creating:**   * Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. * They use design tools to represent how solutions will be produced and the layout of information products. * Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product. * Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria. * Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning. They password protect and back up important files and use file naming conventions that allow easy retrieval.   **ICT for communicating:**   * Students use websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts. * They successfully upload their work to a protected public online space. |
| **Thinking Processes**  **Research Tasks**  **All Tasks** | **Reasoning, processing and inquiry:**   * Students collect relevant information from a range of sources and make judgments about its worth. * They distinguish between fact and opinion. * They use the information they collect to develop concepts, solve problems or inform decision making. * They develop reasoned arguments using supporting evidence.  Creativity  * Students use creative thinking strategies to generate imaginative solutions when solving problems. |

## Personal Learning - Level 4

### Learning focus

As students work towards the achievement of Level 4 standards in Personal Learning, they explore individual strategies and skills that assist in their learning, such as the use of T charts to develop effective listening skills and concept webs to link ideas. With support, they consider a range of approaches to learning and reflect on how the approaches they use influence the quality of their learning. They explore learning styles which may not be their preferred style and consider why such experimentation is an important aspect of their learning.

Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed. They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding.

They identify the many contexts in which learning occurs both within school (such as learning activities in the classroom, and developing physical skills in the playground or through extracurricular sporting activities) and beyond school (such as reading a book at home, visiting an aquarium or exploring physical features of local environments).

In selected reflective activities, students explore the impact of various emotions on their learning and they learn to maintain a positive attitude. They consider the impact of impulsive behaviour in themselves and others on their learning and implement strategies for managing their own impulsive behaviour; for example, ensuring they understand directions fully, and developing a plan or strategy for addressing issues that arise. They discuss the value of persistence and effort, and reflect on how these qualities affect their learning. As a class or in groups, students recognise their responsibilities for managing their learning, such as staying focused and on task.

Through participation in a variety of group and whole-class activities, students begin to articulate the advantages of learning effectively with, and from, their peers. They seek feedback from peers and consider the validity of the feedback they receive. They identify the values that underpin the creation of a classroom environment that will support the learning of all students such as respect, equity and inclusion.

Students develop, justify and monitor their own learning goals. They learn to apply strategies for managing the completion of both short and extended tasks within timeframes set by the teacher and they reflect on how effectively they were able to use these strategies. They are provided with opportunities to manage and monitor progress of some tasks independently, and they compare how they undertake independent tasks and teacher-directed tasks. They review their work for accuracy before presenting it for assessment.

As students prepare for the transition to secondary school, they reflect on the progress they have made with their learning and set goals for the future focusing on their attitudes towards and management of their learning.

### Standards

### The individual learner

At Level 4, students identify, with support, their preferred learning styles and use strategies that promote learning. They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. They seek and respond to teacher feedback to develop their content knowledge and understanding. They identify and explain how different perspectives and attitudes can affect learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

### Managing personal learning

At Level 4, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.